

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to Section 33-320, Idaho Code, districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by **October 1** each year. Pursuant to Sections 33-1212A and 33-1616, Idaho Code, districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to plans@osbe.idaho.gov.**

The following sections of statute and rule relate to the district plans:

- [Idaho Code §33-320](#) Continuous Improvement Plan
- [Idaho Code §33-1212A](#) College and Career Advising and Mentoring Plan
- [Idaho Code §33-1616](#) Literacy Intervention Plan
- [Idaho Code §33-1614](#) Literacy interventions for individual students
- [IDAPA 08.02.01.801](#) Literacy Intervention Plan and College and Career Advising and Mentoring Plan

More detailed summaries of the statutory requirements for each plan are included in the stand-alone templates provided on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

POSTING / SUBMITTING YOUR PLAN

- If you are using this template to create a Combined District Plan, **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1**. Plans should be submitted to plans@osbe.idaho.gov. Combined District Plans must also be posted to your website (by October 1) to meet the posting requirements for the Continuous Improvement Plans. When you submit your plan to our office, please also provide a hyperlink to the section of your website where the Combined District Plan is posted.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet ***all*** of the requirements of the Combined Plan, including a link to the charter school's report card (on idahoschools.org) and Benchmarks (performance targets) for required metrics, may submit their performance certificate in lieu of part or all of the Combined Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the required plans.

2020-2021 Templates for the Combined District Plan

- 1) Districts and charter schools (Local Education Agencies or LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

- 2) This template is designed to allow your LEA to provide the narratives for the three required plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) in one Combined District Plan. If you are interested in providing your plans as separate, stand-alone plans, we recommend you use the individual plan templates available on our website (or review them to understand the requirements and then provide your plans in another format).

The Combined District Plan Template is split into three (3) pieces. **To complete your plan using this format, you need a Narrative (Part 1), Metrics (Part 2), and Literacy Budget (Part 3). The following templates are available to help you meet the requirements:**

- 2020-21 Combined Plan Narrative – Template Part 1
- 2020-21 Combined Plan Metrics – Template Part 2
- 2020-21 Combined Plan- Literacy Budget – Template Part 3

You may submit your Combined District Plan as separate documents (Word and Excel or PDF) or combine them into a single PDF.

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made substantial changes to any of your programs (Advising or Literacy) or have updated your mission or vision, you must submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Combined District Plan **Narrative** for 2020-21:

- Your LEA has *not* made any substantial changes to the programs (or info) described in your previous Combined District Plan Narrative; and
- Your LEA had a fully compliant Combined District Plan Narrative in 2019-20 (or is continuing a previously granted narrative exemption).

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Combined District Plan Narrative.

Please note: The Metrics spreadsheet (Template Part 2) includes Benchmarks and the annual Progress Report (required by law) that *must* be updated and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are LEA level plans. Districts with multiple schools should submit one Combined District Plan or one of each plan (CIP, Advising Plan, Literacy Plan) for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school may submit their school plan.

ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). If you need additional guidance regarding what to include in the narrative sections related to college and career advising or literacy intervention, please see the guidance pages included at the beginning of the stand-alone templates for those plans, which are available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>).

FUNDS FOR TRAINING

Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, for school district and charter school superintendents and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:
Superintendent	Name: Molly M. Stein	
	Phone: 208-547-3371	
Plan Contact	E-mail: steimoll@sodaschools.org	
	Name:	Phone:
	E-mail:	

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section.

Mission and Vision - REQUIRED

VISION

Educate Today's Students for Tomorrow's Opportunities

MISSION

Graduate each Student Prepared for College, Advanced Training, Career, and Citizenship

CORE VALUES

Respect, Dignity, Honesty, Responsibility, Advocacy, Teamwork

STRATEGIC OBJECTIVES

- **Quality Teaching and Learning**

We will deliver an aligned K-12 curriculum which prepares students for success in the work environment, college studies, and citizenship. We will promote excellence in critical thinking and rigorous academic learning.

- **Educational Opportunity**

We will provide students access to District programs and the opportunity to achieve success in those programs.

- **Staff Resources**

We will provide professional development opportunities for all staff and provide the resources to ensure instructional excellence.

- **School Environment and Safety**

We will provide safe, respectful and supportive school environments for students, teachers, staff, volunteers and patrons.

- **Facilities**

We will continue the planning process relative to future facility needs.

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or separate descriptions for the Continuous Improvement Plan and the Literacy Intervention Plan);
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Community Involvement - REQUIRED

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

The CIP is addressed at all stages of development at the Board and Community levels at monthly Board meetings as a standing agenda item which allows for Public Input. As part of the monthly Superintendents Report, the specific areas of the CIP are presented to the Board. The Board Chair sign's off on this report to align accountability efforts. Faculty and Staff meet with the leadership team to discuss data and set goals and benchmarks. The College and Career Mentoring Plan and the Literacy Plan are formulated at the building level with input from staff. In addition, parent and student input will be gathered at Career and College parent nights (secondary) and Leadership Parent Nights (elementary/middle).

Formal Notifications and requests for input include:

1. Notification sent to parents and students through building level newsletter indicating the CIP is being developed and posted on the District website for review and input.
2. On the website, there is an email address posted to take additional comments.
3. Annually on August 30th, this notification is placed in the local paper and on the website: "The district leadership team is working on the Continuous Improvement Plan for the district. This strategic plan outlines achievement metrics, literacy needs at the elementary level, and college and career readiness at the high school level. Interested patrons are welcome to stop by the district office during (8:00 a.m. to 4:00 p.m. Monday- Thursday) to offer input into the development of the plan."
4. As the plan is developed, it is shared with the leadership team, board members, teacher representatives, and parent volunteers via email where input is again solicited.

Parent Notification of College and Career Advising and Mentoring Services

The School Counselor sends out a monthly newsletter that informs parents of college and career advising and mentoring services and resources available to their children. The counselor will also send out reminders on the Alert system through PowerSchool which sends out emails and/or texts of upcoming events. Notification to students can also occur through Remind. Parents will also be informed at Parent/Teacher Conferences. FAFSA. All seniors and their parents are invited to the annual FAFSA completion night. Step by step instruction and assistance in completing FAFSA applications is provided. In addition, an FAFSA table is set up at parent/ teacher conferences. A computer is made available as well as personnel to assist seniors and their parents in completing the FAFSA. And finally, a FAFSA checklist is provided to each senior Advisory Leader to be used to guide their students through the FAFSA process.

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

Parental Involvement in Students' Individual Reading Plans

After the IRI fall administration, parents are sent a letter showing the benchmark score and their child's score. The letter explains the opportunity for students to improve their literacy skills using Istation and small group instruction. Parent input is sought through parent/teacher conference. Parents are encouraged to contact their child's teacher or the principal with questions so that working as a team, each child's literacy skills will improve. Students who demonstrate a need for literacy intervention are also provided with information about accessing Istation from home. Parent newsletters are sent home monthly with strategies to improve literacy. Literacy activities will be planned during the month to encourage all families to participate. The PTO participates and plans literacy activities to support literacy for all students.

In addition to *Community Involvement in the development of the Combined District Plan* means for gathering input (above) for the Literacy Plan is solicited through newsletters and meetings with individual parents. Input from parents will continue to be encouraged as this plan is put into practice.

Parent Teacher Conferences are held twice each year. Teachers will emphasize literacy development of each student using IRI results, STAR assessment results, as well as formative assessments done in the classroom. During this conference, parents and teachers will discuss the literacy intervention data and working as a team, they will make sure the interventions are working for their student. The second parent teacher conference will be a student led conference. Students share the data they have collected through the year to allow students and parents to have a focused discussion on progress. Thirkill Elementary will maintain an 85% or better attendance rate during both conferences.

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](#).

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Soda Springs School District has one elementary school, Howard E. Thirkill, with the K – 3 students. The district's literacy intervention program will be the same throughout the school. First grade and struggling second grade students will use Intensive Phonics. Interventions will be during the school day for grades 1 – 3 and K students will have an additional 30 minutes of instruction beyond the ½ day kindergarten schedule.

Interventions Planned K-3

Intensive Phonics (1st grade – struggling 2nd grade)

- First grade teachers will continue to use strategies learned from Intensive Phonics training
- Curriculum materials are purchased as needed to continue this program
- Students in all first-grade classrooms will be taught *phonemic awareness and decoding strategies*.
- Students who score below basic on the Fall IRI will have additional small group instruction ensuring these strategies are understood.

Istation (K-3rd)

- Professional development will be given to teachers and aides monitoring students using Istation
- Students who score below basic or basic on the Fall IRI assessment will be given a user name and password to access Istation. Students reading **skills are diagnosed** upon the initial login. Students are then placed in the appropriate content to strengthen reading deficiencies. The Istation software program uses multiple approaches to teach reading skills. Istation targets the foundational reading skills: *Phonics, phonemic awareness, decoding, vocabulary, comprehension, and fluency*. Checkpoints are in place; thus, progress is monitored, and additional interventions are provided as needed. These interventions may be done during regular classroom instruction.
- Kindergarten students will have an additional 25-30 minutes to complete the lessons in Istation. Morning students will stay after and afternoon students will come early to accommodate this. Paraprofessionals who work daily with the kindergarten students will be monitoring the students as they complete their assignments on Istation.
- The 1st – 3rd grade students will be in the computer lab or use iPads/Chromebooks for 25 minutes each day to access Istation. Students in these grades attend school for nearly 40 minutes per day beyond the state requirements. The intervention for these grades will be done during the school day.
- Istation provides teachers with instructional resources which pinpoint which skills students need focused intervention. Student's growth will be monitored using the reporting tool in order to see an historical view of progress.

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

- Students in all grades will be given access to Istation at home. Parents will be encouraged to allow their children to use the website at home. Istation can be used as a supplement in addition to the interventions they receive at school.

Swivl Robot Technology

- Teachers will record literacy lessons (reading, language, and grammar) using the Swivl Robot Technology as a literacy tool for student learning.
- The struggling students will have the ability to review the prerecorded literacy lessons taught by the classroom teachers using the Swivl Robot Technology.
- Teachers, using the Swivl Robot Technology, will also have the ability to reflect on their own literacy teaching strategies and best practices, and improve their classroom instruction using the Swivl Robot Technology.

Thinking Maps – A Language for Learning®

- Thinking Maps is a language of eight visual patterns based on a fundamental thinking process
- The maps can be used individually and in combination across every grade and curriculum area as a way to organize thoughts in visual patterns

Small group instruction (RTI)

- Intensive phonics for 1st grade students
- Remediation from Journey's reading curriculum to reinforce skills taught in the classroom
- Weekly or bi-weekly fluency assessment
- Data will be reviewed with classroom teacher
- Student grouping will be adjusted to meet student instructional needs

STAR Assessments

- Students in 2nd – 3rd grades take the STAR reading assessment four times per year
- Students in Kindergarten and 1st grade take the STAR Early Literacy at least twice per year

Milepost Student Learning Management System

- Student assessment information is regularly uploaded
- Individual literacy plans are available
- Teachers have access to assessment information and literacy plan

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. If you need additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

Comprehensive Literacy Plan Alignment - REQUIRED

The Idaho Comprehensive Literacy Plan explains four essential elements to the plan: 1) collaborative leadership, 2) developing professional educators, 3) effective instruction and interventions, and 4) assessment and data. The Soda Springs Joint School District #150 incorporates these elements within the plan in the following ways.

Collaborative Leadership:

The goal for K – 3 students in the Soda Springs School District mirrors the goal from the Idaho Comprehensive Literacy Plan. *The Idaho Comprehensive Literacy Plan is designed with a single, simple goal in mind: literacy growth for all Idaho Students.* Soda Springs Joint School District Literacy Intervention Plan has the same goal: Literacy growth for all Soda Springs K-3 grade students.

The Soda Springs Jt. School District Board of Trustees and the Superintendent show a commitment to literacy. They work with school leaders to support the implementation of research-based practices by approving the necessary time for professional development, up-to-date curricular resources, and time for teacher collaboration to successfully implement strategies. District level leadership supports school activities that promote literacy.

Developing Professional Educators

The Soda Spring Jt. School District has a professional development plan to support educators in their opportunities to learn. Job embedded, and professional learning opportunities allow teachers to master the skills needed to provide effective literacy education for students. New teachers are mentored as prescribed by the district's teacher mentor plan. Mentors are paid through the leadership premium funding ensuring even educators new to the profession use effective instructional strategies. Collaborative professional development grants are offered for teachers to meet in focused groups to learn best practices and plan ways to implement the learning in their classroom.

Effective Instruction

As stated in the Idaho Comprehensive Literacy Plan, "Effective instruction and interventions are critical in supporting students' development of strong literacy skills". Soda Springs Jt. School District has this same belief. Idaho Core Standards are used as curriculum is developed. The curriculum clearly meets all aspects of literacy, including phonics, phonemic awareness, fluency, vocabulary, comprehension, writing, and verbal communication. Flexible grouping strategies are used for struggling readers providing focused interventions grounded in research and instructional best practices.

Assessment and Data

Universal screeners, progress monitoring, diagnostic and formative assessment are part of the comprehensive literacy plan for Howard Thirkill Elementary. The meaningful data is reviewed and analyzed as part of the weekly grade level meetings. Teachers are given access to Milepost, a student learning management system. Milepost provides teachers with student-level data to support instructional planning and meeting the individual needs of students.

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

Instructions: Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM
College and Career Advising Model - REQUIRED

	Model Name	Additional Details
X	School Counselor	(See Model Description)
X	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

As the Soda Springs School District explored each of the College and Career Advising Models suggested by the State, we noted that the School Counselor Model was most closely aligned with our agreed upon objectives. Our school counselor to student ratio is 1:272 and our counselors masterfully meet the needs of our students whose families have the resources and knowledge to pursue higher education. However, we want to ensure that all students have access to high quality advising as they plan for the “next step.” Consequently, the Soda Springs School District opted to use the Traditional School Counselor model for its College and Career Advising program. We have employed a College and Career Advisor whose major focus includes the transitions from middle school to high school, from early high school to later high school, and from high school to college and career. Our purpose is to provide college and career advising for high school students transitioning to post-secondary institutions or careers and to provide academic advising for 8th, 9th, and 10th grade students in the development of four-year plans, particularly those students who may have been underserved or overlooked in the past. The advisor has a post-secondary degree and will receive training related to college and career advising.

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

The high school principal captured the major responsibilities of the College and Career Advisor in the following job description:

The primary responsibilities of the College and Career advisor will include:

- Work with high school students one-on-one and in small groups to develop their academic and career plans to ensure a clear path to successful postsecondary training and access to career fields.
- Engage and include parents in the postsecondary planning process with their students, including family nights.
- Support students to enroll in dual credit/CTE programs that are tied to their academic and career plans
- Assist families in identifying scholarships and funding sources for college and career plans.
- Aid in the completion of postsecondary applications, FAFSA, and scholarship applications
- Assist high school counselors in planning and conducting college and career advising events.
- Work with Principals to provide academic advising events for 8th grade students and their parents.
- Work with school counselors in completing the online academic planning process, with an emphasis on the completion of four-year plans for 8th grade students.

The College and Career Advisor will have their office in the high school. Their placement in the school provides for the development of relationships with individual students and their families. The advisor will also work closely with the counselors and the school administrators. The following activities are scheduled annually:

6 th -8 th Grade	Parent meetings to inform parents on advance opportunities, Counselors and teachers work with students regarding 4-year plans, Students and parents attend elective fairs at local high schools,
9 th Grade	Counselors/Career Advisors meet with students to review/revise 4-year plans with intentional focus on advanced opportunities classes and programs, Begin preparation for college and career,
10 th grade	PSAT, PSAT interpretation with emphasis on course and career planning, Conduct parent workshops on college and high school course preparation, Classroom presentations. Work on prescriptions with Kahn Academy.
11 th Grade	PSAT, SAT, PSAT and SAT interpretation with emphasis on course and career planning, conduct parent workshops on college and high school course preparation, College Fair (Idaho Falls), Students to attend Tech Expo. Juniors participate in Higher Ed Day with visits from Idaho colleges, military and Utah State University.
12 th Grade	FAFSA education for students and parents, Conduct parent workshops on college and high school course preparation, Workshops on scholarship preparation for students and parents, College Fair (Idaho Falls), and college application week participation. In the spring, Seniors are instructed on transferring college credit earned during their high school years to the college they will attend in the Fall using the National Student Clearinghouse.

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

Other Notes / Comments

<h3>Board Accountability</h3>			
Date	CIP Board	Comments	Initial
	<i>Example Agenda Reports</i>		
09/30/2020	<ul style="list-style-type: none"> ▪ CIP 2019-20 ▪ Literacy/College Plan Update minimal 	<ul style="list-style-type: none"> ▪ Lack of data, benchmarks set ▪ Board accepts CIP. Fluid document will be visited at subsequent board meetings 	

Links for Up-To- Date Assessment Data

[ACCOUNTABILITY REPORT CARD](#)

[IRI Public Report](#)

[IDAHO TRENDS GO ON, READING, MATH ISAT, GRAD RATES,](#)

[2017 Idaho NAEP Report](#)

[SAT INFORMATION](#)

Other Links

[IDAHO SCHOOL SAFETY THREAT ASSESSMENT 2014](#)

[2019 Accountability Statewide Information](#)

Please proceed to the Combined District Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2020-21 Combined Plan Metrics – Template Part 2**. The template includes three (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2020-21 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA #	150	LEA Name:	Soda Springs Jt. School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	www.idahoschools.org/districts/150
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Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	90.0%	89.0%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	50.0%	51.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	56.0%	57.0%
	% students who score proficient on the 8th grade ELA ISAT	63.0%	64.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	42.0%	43.0%
	% students who score proficient on the 6th grade ELA ISAT	61.0%	62.0%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	91.0%	91.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	76.0%
	% students who score proficient on the Grade 3 Spring IRI	72.0%	73.0%

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

Howard E. Thirkill Elementary was on target to achieve its benchmark goals for the 2019-2020 school year. In the month of January 2020 the overall reading scores at Thirkill Elementary saw considerable growth in comparison to the first monthly reading assessments given in September of 2019. In September of 2019 the overall scores consisted of: 47% Tier I, 28% Tier II, and 25% Tier III. In January of 2020 the scores improved to: 58% Tier I, 25% Tier II, and 17% Tier III. This considerable growth reflects the concerted effort with developing the foundational reading skills using Intensive Phonics, Istation Reading, Thinking Maps, and using STAR Reading Assessments. As per the 2019-2020 Literacy Intervention Plan a strong focus was placed on phonics, phonemic awareness, decoding, vocabulary, comprehension, and fluency. This strong focus was done, as per the literacy plan, in both daily classroom instruction by teachers and also small group (RtI) instruction using paraprofessional staff. Due to the 2020 COVID-19 school closure the final data is unavailable.

Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in one or more advanced opportunities	90.4%	52.0%	54.0%
	% CTE track HS students who graduate with an industry-recognized certification			
	% CTE track HS students who pass the CTE-recognized workplace readiness exam			

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	3		0		5
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	50.0%	100.0%
		9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	% of students whose learning plans are reviewed annually by grade level	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
		29	52	28	60	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	55.8%		46.7%		50.0%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
26		48	31	52		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	54.2%		59.6%		60.0%	

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of students who completed the FASFA	79	61	65

Section VI: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of students who score proficient or advanced on the ELA section of the Grade 3 ISAT	34.0%	38.0%	N/A	40.0%

COMBINED DISTRICT PLAN (2020-2021)

PROPOSED LITERACY BUDGET - TEMPLATE PART 3

LEA Number and Name:	150 Soda Springs School District
Estimated Total Literacy Funding for 2020-2021 :	\$81,847.50

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Literacy Paraprofessionals		5.0	8,420.00	42,100.00	42,100.00	0.00
				0.00		0.00
Benefits				0.00		0.00
Personnel Subtotal				42,100.00	42,100.00	0.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
Istation Online Reading Curriculum	Site License	1	7,362.50	7,362.50	7,362.50	
MyON with Renaissance Reading Library	Site License	1	4,050.00	4,050.00	4,050.00	
Think Central	Site License	1	3,150.00	3,150.00	3,150.00	
Academic for Success -Sam Books - Rtl	Rtl Sam Books for Literacy	10	50.00	500.00	500.00	
Renaissance Reading	Site License	1	10,587.00	10,587.00	10,587.00	
Programs / Curricula Subtotal				25,649.50	25,649.50	0.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
Busing	Supplemental district costs of transporting kindergarten students who need an additional 30 minutes at school beyond the regular school day.	15	100.00	1,500.00		
Transportation Subtotal				1,500.00	1,500.00	0.00
OTHER COSTS					Proposed Budget	

COMBINED DISTRICT PLAN (2020-2021)

PROPOSED LITERACY BUDGET - TEMPLATE PART 3

Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
Swivl Robot Technology	Technology used to deliver reading, grammar, writing lessons to students	17	659.00	11,203.00	11,203.00	0.00
Headphones	Headphones - Used with Tablet Computers	100	8.00	800.00	800.00	
Swivl Technology Tripods	Tripods used with the Swivl Technology	17	35.00	595.00	595.00	0.00
Other Costs Subtotal				12,598.00	12,598.00	0.00
TOTAL COSTS & BUDGET				\$81,847.50	\$81,847.50	\$0.00